

**Department of Health, Human Performance and Recreation
Bachelor of Science / Public Health**

Academic Assessment Plan

Program Goals

1. Provide quality education in the practice and discipline of public health
2. Prepare students with the skill set to foster improvement of the health of communities and their populations, locally and abroad
3. Contribute to the field of public health in new discovery, and the education and preparation of future professionals.

Student Learning Outcomes

- 1) Define public health and related roles and responsibilities of government, non-government agencies, and private organizations.
- 2) Examine the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations.
- 3) Utilize models, theories, and frameworks to examine health behavior.
- 4) Examine a health issue supported by public health data to examine evidence-based approaches to prevention.

Process for Assessing each Student Learning Outcome

1. Timeline for Assessment & Analysis

Yearly

2. Means of Assessment & Desired Level of Student Achievement

There were two primary measures analyzed to determine student achievement at the undergraduate level in Public Health. The first measure was a survey assessing the number of areas covered in the internship experience. The other measure was a presentation on the internship experience. There were 95 students registered for PBHL 4043 Public Health Internship.

From the data it is evident that some internship experiences are meeting all of the program objectives. This change from the last assessment is likely due to a modification of the program curriculum and the addition of faculty so that we can offer a more comprehensive set of courses in the curriculum,

The public health faculty are in the process of seeking accreditation by the Council on Education for Public Health (CEPH). This will likely improve further the quality of the student experience, provided faculty resources continue to be devoted to this fast growing program.

The program will define and implements a student assessment plan that determines whether program graduates have achieved expected student outcomes and assesses the program's effectiveness. the assessment plan may include regular surveys or other data collection (eg, focus groups, key informant interviews, data from national exams (eg, CHES) from enrolled students, alumni and relevant community stakeholders (eg, practitioners who teach in the program, service learning community partners, internship preceptors, employers of graduates, etc.).

The program will collect quantitative data at least annually on 1) graduation rates within the maximum time to graduation allowed by the institution and 2) rates of job placement or continued education within one year of graduation. The program defines plans, including data sources and methodologies, for collecting these data, identifies limitations and continually works to address data limitations and improve data accuracy.

The program will collect qualitative data on the destination of graduates related to both employment and further education, such as type of graduate degree pursued and sector of employment, as defined by the program.

The program will demonstrate that at least 70% of students for whom data are available graduate within six years or the maximum time to graduation as defined by the institution, whichever is longer.

3. Report of results

See Annual Academic Assessment Report below

**Department of Health, Human Performance and Recreation
Bachelor of Science / Public Health**

Annual Academic Assessment Report 2019-2020

Results of analysis of assessment of Student Learning Outcomes following timeline stated above

Since 2014, we have had an 80% pass rate on the Certified Health Education Specialist (CHES) exam among students who chose to become certified.

The program demonstrates that at least ~80% of graduates for whom data are available have secured employment or enrolled in further education within one year of graduation.

Any changes to degree/certificate planned or made on the basis of the assessment and analysis

None at this time

Any changes to the assessment process made or planned

None at this time.